

**U.S. Department of Education**  
**2011 - Blue Ribbon Schools Program**  
**A Public School**

School Type (Public Schools): ☐ Charter ☒ Title 1 ☐ Magnet ☐ Choice  
(Check all that apply, if any)

Name of Principal: Ms. Denise Fredericks

Official School Name: Townville Elementary School

School Mailing Address: P.O. Box 10  
105 Townville School Rd  
Townville, SC 29689-0010

County: Townville State School Code Number: 0404036

Telephone: (864) 403-2600 E-mail: dfrederi@anderson4.k12.sc.us  
Fax: (864) 287-5716 Web URL: http://tes.anderson4.k12.sc.us/

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Dr. Lee D'Andrea Superintendent e-mail: ldandrea@anderson4.k12.sc.us

District Name: Anderson County School District Four District Phone: (864) 403-2000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Dr. Ken Lindsey

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

### DISTRICT

1. Number of schools in the district: 4 Elementary schools  
(per district designation) 1 Middle/Junior high schools  
1 High schools  
0 K-12 schools  
6 Total schools in district
2. District per-pupil expenditure: 10804

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural
4. Number of years the principal has been in her/his position at this school: 7
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	8	11	19		6	18	11	29
K	22	18	40		7	0	0	0
1	21	18	39		8	0	0	0
2	16	27	43		9	0	0	0
3	16	20	36		10	0	0	0
4	13	20	33		11	0	0	0
5	19	20	39		12	0	0	0
Total in Applying School:								278

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
0 % Asian  
4 % Black or African American  
2 % Hispanic or Latino  
1 % Native Hawaiian or Other Pacific Islander  
90 % White  
3 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 17%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <b>to</b> the school after October 1, 2009 until the end of the school year.	25
(2)	Number of students who transferred <b>from</b> the school after October 1, 2009 until the end of the school year.	23
(3)	Total of all transferred students [sum of rows (1) and (2)].	48
(4)	Total number of students in the school as of October 1, 2009	288
(5)	Total transferred students in row (3) divided by total students in row (4).	0.17
(6)	Amount in row (5) multiplied by 100.	17

8. Percent limited English proficient students in the school: 0%

Total number of limited English proficient students in the school: 0

Number of languages represented, not including English: 0

Specify languages:

9. Percent of students eligible for free/reduced-priced meals: 65%  
 Total number of students who qualify: 179

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 16%  
 Total number of students served: 47

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>13</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>27</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>4</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>15</u>	<u>0</u>
Special resource teachers/specialists	<u>4</u>	<u>4</u>
Paraprofessionals	<u>5</u>	<u>0</u>
Support staff	<u>9</u>	<u>0</u>
Total number	<u>34</u>	<u>4</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 19:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	99%	96%	96%	96%	96%
Daily teacher attendance	95%	96%	96%	96%	95%
Teacher turnover rate	10%	5%	7%	7%	8%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size: \_\_\_\_\_

Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
<b>Total</b>	<b>_____ 0%</b>

*The mission of Townville Elementary School is to empower students to be contributing citizens and lifelong learners.* From the moment you walk through the doors, you can see that mission becoming a reality. As soon as students arrive at school, they are engaged in service or learning opportunities. Older students serve as Safety Patrol members, kindergarten helpers, and Good Morning Greeters. Students are quickly to their morning activities in the computer labs, the media center, the multi-purpose room, or reading a book. Transitions are quick and smooth, with little "down time". Walking down the halls, you will see classrooms in which students are actively engaged in learning, not sitting passively. Sometimes it may seem chaotic or a little noisy, but learning isn't always an organized, quiet event.

The first school in the Townville community was a four room building constructed in 1909. Although the ages served and the physical buildings have changed, students have been coming to the same location ever since. Many who attend Townville Elementary now have parents and grandparents who graduated from the "old" school. Although our school has the smallest student population in our district, we cover the largest geographic area, surrounded by farmland and pastures. Our community is very proud of our school and desires a strong educational foundation for the children we serve. Partnerships are strong, with parent volunteers and volunteers from local churches and businesses frequently in the building as tutors and mentors. Today, Townville Elementary serves about 300 students from all walks of life. Approximately 65% of the population is on free or reduced lunch.

About twenty years ago, the school had the unfortunate distinction of being named one of the 200 worst schools in South Carolina. Since that time, attitudes have changed, and the faculty, staff, parents, community volunteers, and the students have joined together to make improvements. It has taken many years, but the payoffs have been tremendous! The school has been recognized as one of the highest performing Title I schools in South Carolina for the past 2 years (Semi-finalist for Title I Distinguished School for Overall Achievement (2008-09, 2009-10). We have also been recognized for the past three years for "Closing the Achievement Gap" based on state testing. In addition to the academic recognitions, our school has earned the Healthy Schools Award in all eight categories, and honored as a Lighthouse School from the Blue Ribbon Schools of Excellence in 2007.

Our small school creates an atmosphere of family where all students are known and cared for by the staff regardless of their grade, socio-economic status, or ethnicity. Teachers and staff take pride in the accomplishments of all students and push all students to be the best they can be both academically and as citizens of our community. Failure is not an option. Students are held accountable for their learning, and they know that the teachers care about them as individuals and they expect every child to do his or her best. Teachers put in 100% effort to guarantee success. This includes knowing the students and their families, providing well planned instruction, making assignments that are relevant, and monitoring progress with formative and assessments.

One of our strengths has been the success of our reading programs. Our **SMART** room (Start Making A Reader Today) in kindergarten through second grade, and **Reading by RIT** in third through sixth grade, allow us to give 30 – 45 of reading instruction on each child's instructional reading level each day. These programs help us maximize our time and meets the needs of all learners, not just the average child or the child who is behind. It is also flexible, so as students increase their reading level, they can move into those groups immediately, and not wait for the rest of the class.

Because we are a small school, personnel and resources are limited. Many of our teachers and staff have to perform multiple roles. Sharing teachers with other schools also makes scheduling more difficult and limiting. Even with these hurdles, we have created a master schedule that maximizes instructional time and provides extra assistance to those who need it. **Panther Pals** is a mentoring program that matches

students with positive role models from the community and local businesses. Townville Elementary has partnered with local businesses. As part of **Michelin's Challenge Education Program**, mentors and tutors help students during the school day and after school. They also provide financial assistance for student and teacher resources. Technology is an important part of the curriculum. Students are exposed to technology in every classroom, and students often use technology to enhance their learning, including creating digital portfolios in art, multimedia presentations, and student produced broadcasts. Opportunities for enrichment activities are plentiful, thanks to the dedication of the faculty, staff, and volunteers. Students can participate in Good News Club, Beginner Band (6th grade), Chorus, Student Council, Safety Patrol, Explore the Arts (music and art), Archery Club, GoalPost (a free afterschool program), Track Team, and other occasional afterschool activities. All of these activities help students cultivate interests and increase their civic duties – helping them become contributing citizens and lifelong learners.

Townville Elementary School is a small, rural community school that is empowering students to be contributing citizens and lifelong learners.



### 1. Assessment Results:

Our current South Carolina state assessment, known as PASS (Palmetto Assessment of State Standards), is administered in grades 3 through 8, and was first given in the spring of 2009. It is given in five areas: writing, ELA (reading and research), mathematics, science, and social studies to measure performance on the South Carolina Academic Standards. Three performance levels are given: **Not Met** (students did not meet the grade level standard), **Met** (the student met the grade level standard), and **Exemplary** (the student demonstrated exemplary performance in meeting the grade level standard). Information about PASS can be found at <http://ed.sc.gov/agency/Accountability/Assessment/PASS.html>.

Prior to the PASS test, the state test was known as PACT (Palmetto Achievement Challenge Tests) with four performance levels: **Below Basic** (the student has not met minimum expectations for student performance based on the curriculum standards), **Basic** (the student has met minimum expectations for student performance based on the curriculum standards), **Proficient** (the student has met expectations for student performance based on the curriculum standards), and **Advanced** (the student exceeded expectations for student performance based on the curriculum standards). Information about PACT can be found at <http://ed.sc.gov/agency/Accountability/Assessment/old/assessment/pact/index.html>.

In the data given for this application, there is a big difference in the percent advanced because of the difference between the two state tests. It is difficult to align the two tests because the performance levels changed from four to three. If we compared the current Exemplary category to Proficient and Advanced on PACT, the percentages would have been much closer.

Our school met Adequate Yearly Progress (AYP) in 2006, 2007, 2008, 2009 and 2010 and we were recognized for “Closing the Gap” in achievement (our socio-economic group) in 2008-09 and 2009-10.

Using the total school numbers in both reading and mathematics, students in the socio-economic disadvantaged subgroup performed nearly as well as the total population, but our special education students are not performing equally. While some of the differences in the percentages are due to the low number of students in the category, we recognize that the students are not performing as well as we want. The resource teacher is working with classroom teachers to provide strategies to help these students in the classroom instruction. Some of these strategies include providing extra study notes, limiting the material to the essential content, and providing extra assistance in study skills. These students are working with tutors and the resource teacher during their enrichment block. Constant positive feedback, recognition for improvements, and encouragement are given to help keep these students motivated and working hard. Many students in this group are also receiving extra help before school and in GoalPost (our after school program).

In the past, third grade students have not performed as well as our fourth, fifth, and sixth grade students. Part of this may be because this is the first time students are tested, but our MAP scores also indicate a curriculum problem. We have been working with our teachers to increase expectations and rigor in second and third grade, while providing age appropriate activities to help students reach these increased expectations.

We are seeing a positive trend in the number of students in the advanced category in reading. As a school, more than ninety percent of our students are considered proficient and more than fifty percent of our students classified advanced. These numbers support the success of our reading programs. Our next step is to continue working with the transition from second to third grade (from SMART room to Reading by RIT) and to focus more on the ten percent who are not proficient, as noted above.

## **2. Using Assessment Results:**

The faculty and staff of Townville Elementary use assessment data to assess student progress and to make decisions about school curriculum and programs. For example, after analyzing MAP data and PACT/PASS data for several years, we determined that we had a school-wide weakness in our reading program. After researching successful programs in the state and brainstorming as a faculty, we created two programs. In kindergarten through second grade, our students receive reading instruction in SMART room (Start Making a Reader Today). In third through sixth grade, students are divided into groups based on their reading level for “Reading by RIT”. Both of these programs have proven to be effective, based on student achievement. Test scores are used throughout the school year to move students up or down in their reading groups.

We use assessment data to determine which students need extra support. Some students need an RtI (Response to Intervention), extra time to complete work, or after school tutoring. Test scores help us identify these students and their needs. Other students need to be challenged by providing enrichment activities to expand their learning. Before school, students who have been identified as needing extra help go to the computer lab to receive extra instructional time in ClassWorks, a computer-based curriculum tied to individual student’s test scores.

Test data is also analyzed to identify teaching strengths so that the schedule can be created to support these strengths. For example, the students in one of our fourth classrooms consistently had outstanding test scores in mathematics, year after year. It so happened that the other fourth grade teacher showed equally outstanding test scores in social studies. Because of these talents, all fourth grade students now receive mathematics instruction from the first teacher and social studies from the second teacher. Similar scheduling decisions have been made in other grades.

Teachers analyze the assessment data for each student. This helps them identify strengths and weaknesses for their classes. They use this information in their long range plans and unit plans, saving them time and energy, and allowing them to focus on the skills the students need to be successful.

## **3. Communicating Assessment Results:**

It is important to keep all stakeholders (students, parents, teachers, and community members) informed about the school’s progress. One way to show academic progress is through test scores. It is important for all students (even the youngest ones) to understand the assessment they are taking, why they take them, the results, and what the results show us. Teachers take the time to explain each type of assessment to their students. They help students set appropriate goals, and they celebrate with students when they achieve that goal. For MAP testing, each student has an index card to record their scores on. Their spring score from the previous school year is on the card, as are their goals for the year. Teachers hold conferences with students before and after each testing session, explaining why students should do their best, what these scores mean, what the grade level norm is, and how the score compares to our state testing. This technique gives students ownership of these scores. They get excited when they exceed their goals and they get upset if they fall short. Based on their scores, students create action plans to follow until the next testing window. Teachers use similar techniques for our state testing (PASS) and, in the younger grades, Running Records and Benchmark testing. Parents are also informed about their child’s progress and the progress of the school as a whole. At the beginning of the school year, parents are invited to attend information sessions about the different types of assessments given at our school. These sessions explain the tests, how they are scored and what information the results tell us. After each MAP testing window, parents are invited to attend a conference with their child’s teacher to review the results. If parents do not or cannot attend, the information is sent home in the weekly folders. Information about testing and overall test results are included in the monthly school newsletters that are sent home with all students. Information is also placed on the school and district websites and state testing results are published in the local newspaper.

#### **4. Sharing Lessons Learned:**

Schools have to work together to help all students succeed. Just as we have visited other schools and learned about innovative and successful programs, we have shared our successes. Within the school district, information is shared at the administrative level during monthly Curriculum & Instruction meetings. Also within the school district, instructional units, exemplary lessons and assessments, and useful resources are placed on the district curriculum maps. Teachers from all the schools in the district can access these maps and share the information. Each month, one afternoon is set aside for district wide faculty meetings. This gives teachers an opportunity to share ideas and plan collaboratively with other teachers who teach the same content. Because our school district is small and close knit, teachers often arrange meetings after school to get together and share ideas and materials. This is especially important to our teachers who do not have a grade partner to “bounce ideas” with. Our school has shared its successes and innovative programs at several conferences around the state. In the past two years, we have shared our reading programs (SMART room and Reading by RIT) and successes in student achievement at the SC Association of Title I Administrators Conference, the Formative Assessment Conference, and the Blue Ribbon Schools of Excellence (BRSE) Conference. As a result of these presentations, several schools have come to visit Townville Elementary to see our programs and gather more information.

## 1. Curriculum:

All students at Townville Elementary receive instruction in the four core academic areas: ELA (reading and written expression), mathematics, science, and social studies. The content of each course at each grade level is based on the South Carolina Academic Standards, which are aligned to national standards. The school district has created curriculum maps that provide the units, sequence, and timing for each grade level. These are used when creating long range plans and integrated units for their students.

When you walk down the halls at our school, you will see instruction delivered differently in each grade level, room and lesson, often within a single lesson. Teachers support visual learners by using graphic organizers, video clips, reading material projected on the Smart Board, illustrations, and handouts. Kinesthetic learners enjoy games, hands-on activities, manipulatives (concrete and on the Smart Board), and movement activities. Teachers use discussion, shared reading, small group instruction, and lecture for auditory learners. You will hear songs or “raps” to help remember material, or see sketches and drawings to illustrate a concept.

Scheduling is critical for success. Our master schedule takes into account the needs of students who participate in support programs. Teachers recognize the need for these programs, but do not want students to miss core instruction, causing them to fall further behind. Our schedule was created with this thought in mind. Every grade level has a forty-five minute “Enrichment Block” in their schedule every day for many of these additional programs. The goal of our ELA program is to provide an opportunity to learn the skills and strategies needed to read, write, speak, listen, view, and research to become productive, literate citizens. Our kindergarten through second grade classes focus on beginning reading skills and strategies. Students in grades three through six expand their reading skills to become lifelong readers. We have programs in place for students who need more assistance in learning to read, as well as programs to continue to accelerate gifted readers (see Part V, section 2 A).

The mathematics curriculum is divided into five strands (algebra, number & operations, geometry, measurement, and data analysis & probability) that spiral through each grade level, providing continuity and vertical alignment. Teachers focus on understanding and application of the math skills for each grade level, as well as mastery of basic computation skills. Similar to ELA, our school has programs in place for students who are working below grade level and above grade level (see Part V, section 3). Our school has a “Manipulatives Room” filled with resources to help facilitate understanding, including manipulatives, workstation games and activities, and consumable materials.

There are four to five major units in science for each grade level, allowing teachers to use science kits and activities to fully develop these concepts. Students observe, predict, test, gather data, and support their conclusions to help them understand their world. At our school, students learn science through active participation and experimentation, reading, watching video clips, and discussions.

The social studies curriculum focuses on civic education by teaching students about government, geography, economics, and history. The early elementary grades focus on citizenship, families, and communities. Third grade students learn South Carolina history, while fourth and fifth grade students study American History. Sixth grade students explore early ancient cultures. Throughout the social studies curriculum, teachers make connections to students’ lives and how they are an important part of their society (see Part V, section 4).

In addition to the four core academic areas, all students in kindergarten through sixth grade participate in related arts programs. These programs include general music, art, physical education, computer lab, and media center. Students attend one related arts program each day for forty-five minutes. The music program focuses on singing; performing on instruments; reading and notating music; and listening to,

analyzing, and evaluating music. The music program also provides enrichment opportunities in beginning band (6th grade students only), Townville Singers (4th – 6th grade), and Explore the Arts (artistically gifted 4th and 5th graders). The art program focuses on understanding and applying media, techniques, and processes; choosing and evaluating a range of subject matter, symbols, and ideas; and understanding the visual arts in relation to history and cultures. The art program also provides enrichment opportunities in Explore the Arts. The physical education program focuses on movement and coordination and maintaining a physically active lifestyle. The PE program also provides enrichment opportunities in clubs, such as jump rope, archery, track and field, and juggling. All students visit the media center at least once each week for instruction and to check out books. During these visits, the media specialist provides instruction, exposes students to new books and genre, and teaches students proper care of books. In the computer lab, students practice keyboarding skills and learn various word processing skills.

Meeting the needs of the whole child is important at Townville Elementary. A full time guidance counselor serves the needs of the students, parents, and teachers, providing whole class guidance lessons, small group and individual sessions, parent and community resources, and career planning (6th grade students). The guidance counselor also helps coordinate the school's mentor programs and volunteers. Lessons for students about health and nutrition are provided throughout the school year, as are comprehensive health lessons.

## **2. Reading/English:**

Reading is the key to success in school. Our school's reading program is built upon the five reading components (phonics, phonemic awareness, vocabulary, comprehension, and fluency). Teachers in kindergarten through second grade spend an average of 120 minutes each day for ELA instruction. We have adapted and refined two reading programs to meet our school's specific needs. For reading comprehension and fluency, we have adapted an idea called SMART room (Start Making a Reader Today). During SMART room, students receive 20 – 30 minutes of small group reading instruction each day. Students are placed in groups based on MAP scores and teacher assessments. Because students are grouped by ability, the teacher can instruct them based on their needs, from phonemic awareness and phonics to reading comprehension and fluency. No child is held back or left behind in this program. Students who are performing below grade level receive 20 minutes of phonics instruction through Foundations (a Wilson Reading program). This program has been very successful for the gifted readers, too. These readers are encouraged to read chapter books and receive vocabulary and comprehension lessons tailored to their needs. Teachers monitor progress through running records, teacher observation and skills checklists, and Primary MAP testing.

In grades three through sixth, students receive 45 minutes of reading instruction every day, based on their instructional level, not their grade level. Similar to SMART room, students are divided into reading groups based on the MAP scores and teacher judgment. This program, known simply as "Reading by RIT", was developed by our school as a result of assessment data analysis and the faculty's desire to instruct all students. Through Reading by RIT, students who are struggling receive the skills and instruction they need, while advanced readers are challenged with more difficult passages and skills to continue their learning. All Reading by RIT groups use the same components, including reading response journals, standardized grade level tests, vocabulary study (based on the NWEA Learning Continuum and state reading standards), and a mixture of fiction and non-fiction texts. Students who are performing below grade level receive extra instruction during the enrichment block.

For both programs, our school has built an extensive library of leveled text and novel sets, with a combination of fiction and non-fiction sets. Many of the units created for the programs are cross-curricular. Students in kindergarten through second grade practice reading skills and check comprehension with a web-based program called Raz-kids. Students in first through sixth grade are encouraged to earn points through the Accelerated Reader program. Students who reach each nine weeks' goal are rewarded.

### **3. Mathematics:**

Our school's mathematics curriculum is based on the South Carolina Academic Standards, and the units and sequence are set by the school district. Although the textbook is used, manipulatives are frequently incorporated, as are computer-based programs. In the early grades, the focus of instruction is number sense and basic facts. Teachers introduce and build concepts with manipulatives and practice. Students have multiple opportunities to learn each concept. Students who are working below grade level receive extra assistance during an enrichment period. Providing extra support while they are learning the skills instead of after the unit is completed helps keep students from falling further behind. Students who excel in mathematics are challenged during the enrichment block. ClassWorks, a computer-based program and Math Superstars are used to accelerate learning.

In the upper elementary grades, mathematics instruction focuses on problem solving and application. Teachers still use manipulatives when introducing skills and provide plenty of practice with support. Similar to the lower grades, students who are working below grade level receive extra assistance during the enrichment block, before school, or during GoalPost (the after school program). Students who excel in mathematics or are identified as gifted and talented in mathematics receive additional instruction several times a week during the enrichment block.

Teachers in all grade levels include a few minutes each day to review skills that have been previously taught. Cumulative tests and MAP testing help monitor continued mastery of skills.

### **4. Additional Curriculum Area:**

Although our school's social studies curriculum is based on the South Carolina Academic Standards, and the units and sequence are set by the school district, teachers work very hard to make the content relevant and engaging. The mission of Townville Elementary School is to empower students to be contributing citizens and lifelong learners. To become contributing citizens, students need to learn the history of our country and the rights and responsibility of citizenship. These essential skills are taught throughout the social studies curriculum, from kindergarten through sixth grade.

Often, social studies content is combined with ELA, as students read primary source documents, analyze text, or research a person or event from their unit. Using the social studies content with the ELA skills provides students an opportunity to apply what they have learned and to see the connections between courses. Teachers use a variety of teaching techniques from reader's theater to group and individual projects, to interviews, and a variety of instructional materials. Technology is also infused into the social studies curriculum as students view video clips from United Streaming, interact with activities on the Smart Board, and videotape news events for the school's Broadcasting show. Teachers provide maps, study notes, graphic organizers, and outlines to help students master key concepts. For many units, teachers collaborate with the art, music, PE, media center, or computer lab instructors. For example, during the sixth grades study of the Middle Ages in social studies, students worked in small groups to write a ballad. In music class, the students learned some basic notes, chords, and rhythms on the guitar and recorder. The small groups worked together to add music to the ballads they wrote, and later performed them at the culminating "Medieval Festival". In their fifth grade art class, students learn about still-life portraits, and create artwork using a western theme while the students are learning about western expansion in social studies. This cross-curricular connection also matches their science unit on environments. By tying the units together, students see the relevance and relationships among their studies.

### **5. Instructional Methods:**

Student success is imperative at Townville Elementary. The faculty and staff do everything in their power to see that all students succeed. The teachers use a variety of instructional methods throughout the school day. All of our classrooms are equipped with Smart Boards, which are used constantly throughout the school day. Teachers project text onto the Smart Board for class readings and discussions. Streamline

Video clips are often used during science or social studies lessons to help students see and understand concepts and skills. In the upper elementary grades, students often use the Smart Response System to check understanding. Teachers often use PowerPoint to present lessons, providing students with partially completed notes or study guides to support their lessons. Other instructional methods used at Townville Elementary School include Accelerated Reader, ClassWorks (individualized, computer-based instruction), BARK (for reading fluency), Panther Pals (a mentoring program), and a tutoring program in partnership with Michelin. Teachers are continuously growing professionally, reading and learning about best practices and strategies for student success.

When they plan a unit, teachers plan introductory activities that build the concept. As the students progress, the teachers move to more complex or abstract ideas. This ensures that the foundational learning is firm. There is a balance between allowing enough time for mastery and continuing to move on so that all required material is taught. Teachers monitor progress, provide support as needed, and hold students accountable for learning. Because a forty-five minute enrichment/re-teaching block is built into the school day, students receive extra help immediately if they do not understand a skill or concept. During this enrichment block, students work with their classroom teacher, an assistant teacher, or a volunteer tutor to ask questions, practice, or review the work. Because of this opportunity to receive immediate help, students do not fall so far behind that they cannot catch up.

A network of support is in place for students who need it. For students who need extra support in early reading skills, Foundations is taught during enrichment. This research based program provides explicit instruction in phonics and phonemic awareness. For students who need extra support in mathematics, a trained paraprofessional takes small groups of students during their enrichment time to re-teach using manipulatives and games. Students with IEPs receive targeted instruction during the enrichment block, too. This gives all of these students a “double dose” of instruction. For students who do not need extra support, this block of time allows them a chance to participate in enrichment or extension activities, expanding their learning or challenging them.

## **6. Professional Development:**

Just as we expect our students to learn and grow, the faculty at Townville Elementary are constantly learning and growing in their profession. The district’s recent professional development opportunities have focused on Literacy and Technology. For the last two years, teachers in early childhood have received training in Foundations, a phonological/phonemic awareness, phonics and spelling program from Wilson Language. Teachers have worked to integrate the strategies and skills learned from Foundations into their daily classroom instruction. This year, the school year kicked off with a professional development day with Janet Allen, recognized for her literacy work with at-risk students. Her tips and strategies were incorporated into our schools’ reading programs (SMART room and Reading by RIT). We have spent several years analyzing our district curriculum maps, making sure the pacing and sequence is set for optimum learning. The teachers at Townville Elementary have spent many hours collaborating with other teachers at their grade level and areas of expertise, to add exemplary activities and assessment for each instructional unit. The teachers have also been modifying their own curriculum maps in Atlas, the district’s web-based curriculum mapping system. Related arts teachers, Gifted and Talented teachers, and other groups of teachers meet monthly at the district level to share ideas, learn about law changes, and grow professionally. The school district purchased ClassWorks, an individualized web-based computerized instruction system. Staff development was important for this new initiative so teachers could fully implement this into their teaching and lesson plans.

At the school level, teachers meet in grade levels and grade bands to learn and share collaboratively. Monthly grade level meetings with the instructional coach provide opportunities to share new ideas and work together on school-wide initiatives. Book studies and technology projects are ongoing. Many teachers also belong to other professional organizations such as the American History Grant and the Foothills SCIRA. Teachers are encouraged to attend conferences and workshops in the local area and around the state and region as part of their Goals Based Evaluations.

## **7. School Leadership:**

The principal's vision for our school is a full-service learning community which assists students in making authentic connections to their learning. The principal also holds the belief that all students have great value and it is our charge to well-prepare all students for higher levels of learning and achievement. Often staff and parents refer to our school as having a "family-like" atmosphere. The principal believes that our school should behave much like a family in that we care about each other and decisions are focused and made for the best benefit of students. Initially when the principal came to our school, she assessed student data and trends with teacher data. After reflecting and observing, changes were made in grade level assignments. Based on their teaching strengths and certifications, the majority of teachers were reassigned to new grade levels or content areas. This was a very new experience for most and it took time to be embraced. In subsequent years, more minor adjustments in teaching assignments have been made and student achievement continues to improve. Teaching configurations at different grade levels are not identical since teaching assignments are based on teacher strengths, therefore, providing each child with the best quality instruction in each content area. Teachers understand that all children are our students, not just the ones on the homeroom roster. For example, a student in third grade may attend reading instruction provided by a fifth grade teacher, if that is the instructional need of that student. The principal holds the belief that poverty level does not dictate a child's value or potential for learning and achievement. Such excuses are not entertained at our school. If a student lacks resources or experiences that would be advantageous to the overall development of the child, the expectation is that we build that foundation and provide resources. She holds the belief that students who are socioeconomically disadvantaged should not be further disadvantaged at school by being denied opportunities of experiences. Our school diligently seeks ways to provide support for children who are economically disadvantaged by: using funds to pay fees for field trips, purchasing glasses, purchasing needed medication, giving gas cards to families, giving gift cards to grocery stores, serving universal breakfast for all students, hosting a free after school program each day, and arranging dental and vision screenings on-site. Our school models shared leadership which incorporates the talents and energy of the principal, instructional coach, teachers, students, and parents. It is responsibility of all stakeholders to create a strong school culture.



# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: PACT and PASS

Edition/Publication Year: 2010, 2009, 2008, 2007, 2006 Publisher: SC Office of Assessment

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Met and Exemplary (2009-10 and 2008-09 only)	84	77	92	85	84
Exemplary (2009-10 and 2008-09 only)	38	39	19	7	0
Number of students tested	39	44	29	32	34
Percent of total students tested	100	100	100	100	97
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met and Exemplary (2009-10 and 2008-09 only)	76	74		58	82
Exemplary (2009-10 and 2008-09 only)	32	30		7	0
Number of students tested	25	27		12	17
<b>2. African American Students</b>					
Met and Exemplary (2009-10 and 2008-09 only)					
Exemplary (2009-10 and 2008-09 only)					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Met and Exemplary (2009-10 and 2008-09 only)					
Exemplary (2009-10 and 2008-09 only)					
Number of students tested					
<b>4. Special Education Students</b>					
Met and Exemplary (2009-10 and 2008-09 only)					
Exemplary (2009-10 and 2008-09 only)					
Number of students tested					
<b>5. English Language Learner Students</b>					
Met and Exemplary (2009-10 and 2008-09 only)					
Exemplary (2009-10 and 2008-09 only)					
Number of students tested					
<b>6.</b>					
Met and Exemplary (2009-10 and 2008-09 only)					
Exemplary (2009-10 and 2008-09 only)					
Number of students tested					
<b>NOTES:</b> For years 3, 4, and 5 we included students who were "basic", "proficient", and "advanced" on PACT in the % Proficient plus % Advanced. We did not include students who did not meet the standards. For 2008-09 and 2009-10, the state testing changed to PASS with three levels of achievement, "Not Met", "Met", and "Exemplary".					

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: PACT and PASS

Edition/Publication Year: 2010, 2009, 2008, 2007, 2006 Publisher: SC Office of Assessment

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Met and Exemplary (2009-10 and 2008-09 only)	87	84	96	89	97
Exemplary (2009-10 and 2008-09 only)	72	48	12	0	3
Number of students tested	39	44	29	32	34
Percent of total students tested	100	100	100	100	97
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met and Exemplary (2009-10 and 2008-09 only)	84	78	86		88
Exemplary (2009-10 and 2008-09 only)	68	44	0		0
Number of students tested	25	27	14		17
<b>2. African American Students</b>					
Met and Exemplary (2009-10 and 2008-09 only)					
Exemplary (2009-10 and 2008-09 only)					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Met and Exemplary (2009-10 and 2008-09 only)					
Exemplary (2009-10 and 2008-09 only)					
Number of students tested					
<b>4. Special Education Students</b>					
Met and Exemplary (2009-10 and 2008-09 only)					
Exemplary (2009-10 and 2008-09 only)					
Number of students tested					
<b>5. English Language Learner Students</b>					
Met and Exemplary (2009-10 and 2008-09 only)					
Exemplary (2009-10 and 2008-09 only)					
Number of students tested					
<b>6.</b>					
Met and Exemplary (2009-10 and 2008-09 only)					
Exemplary (2009-10 and 2008-09 only)					
Number of students tested					
<b>NOTES:</b> For years 3, 4, and 5 we included students who were "basic", "proficient", and "advanced" on PACT in the % Proficient plus % Advanced. We did not include students who did not meet the standards. For 2008-09 and 2009-10, the state testing changed to PASS with three levels of achievement, â€œNot Metâ€œ, â€œMetâ€œ, and â€œExemplaryâ€œ.					

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: PACT and PASS

Edition/Publication Year: 2010, 2009, 2008, 2007, 2006 Publisher: SC Office of Assessment

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Met and Exemplary (2009-10 and 2008-09 only)	95	100	90	100	79
Exemplary (2009-10 and 2008-09 only)	59	63	52	18	6
Number of students tested	45	27	36	36	35
Percent of total students tested	100	100	97	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met and Exemplary (2009-10 and 2008-09 only)	96	100	77	94	82
Exemplary (2009-10 and 2008-09 only)	61	70	15	12	0
Number of students tested	28	17	13	17	17
<b>2. African American Students</b>					
Met and Exemplary (2009-10 and 2008-09 only)					
Exemplary (2009-10 and 2008-09 only)					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Met and Exemplary (2009-10 and 2008-09 only)					
Exemplary (2009-10 and 2008-09 only)					
Number of students tested					
<b>4. Special Education Students</b>					
Met and Exemplary (2009-10 and 2008-09 only)			70		
Exemplary (2009-10 and 2008-09 only)			10		
Number of students tested			10		
<b>5. English Language Learner Students</b>					
Met and Exemplary (2009-10 and 2008-09 only)					
Exemplary (2009-10 and 2008-09 only)					
Number of students tested					
<b>6.</b>					
Met and Exemplary (2009-10 and 2008-09 only)					
Exemplary (2009-10 and 2008-09 only)					
Number of students tested					
<b>NOTES:</b> For years 3, 4, and 5 we included students who were "basic", "proficient", and "advanced" on PACT in the % Proficient plus % Advanced. We did not include students who did not meet the standards. For 2008-09 and 2009-10, the state testing changed to PASS with three levels of achievement, "Not Met", "Met", and "Exemplary".					

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: PACT and PASS

Edition/Publication Year: 2010, 2009, 2008, 2007, 2006 Publisher: SC Office of Assessment

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Met and Exemplary (2009-10 and 2008-09 only)	91	100	90	85	85
Exemplary (2009-10 and 2008-09 only)	56	59	3	3	0
Number of students tested	45	27	36	36	35
Percent of total students tested	100	100	97	100	97
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met and Exemplary (2009-10 and 2008-09 only)	89	100	91	88	83
Exemplary (2009-10 and 2008-09 only)	57	41	0	0	0
Number of students tested	28	17	11	16	12
<b>2. African American Students</b>					
Met and Exemplary (2009-10 and 2008-09 only)					
Exemplary (2009-10 and 2008-09 only)					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Met and Exemplary (2009-10 and 2008-09 only)					
Exemplary (2009-10 and 2008-09 only)					
Number of students tested					
<b>4. Special Education Students</b>					
Met and Exemplary (2009-10 and 2008-09 only)					
Exemplary (2009-10 and 2008-09 only)					
Number of students tested					
<b>5. English Language Learner Students</b>					
Met and Exemplary (2009-10 and 2008-09 only)					
Exemplary (2009-10 and 2008-09 only)					
Number of students tested					
<b>6.</b>					
Met and Exemplary (2009-10 and 2008-09 only)					
Exemplary (2009-10 and 2008-09 only)					
Number of students tested					
<b>NOTES:</b> For years 3, 4, and 5 we included students who were "basic", "proficient", and "advanced" on PACT in the % Proficient plus % Advanced. We did not include students who did not meet the standards. For 2008-09 and 2009-10, the state testing changed to PASS with three levels of achievement, "Not Met", "Met", and "Exemplary".					

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: PACT and PASS

Edition/Publication Year: 2010, 2009, 2008, 2007, 2006 Publisher: SC Office of Assessment

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Met and Exemplary (2009-10 and 2008-09 only)	89	90	100	90	95
Exemplary (2009-10 and 2008-09 only)	56	46	15	15	11
Number of students tested	27	43	32	43	40
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met and Exemplary (2009-10 and 2008-09 only)	94	86	94	90	90
Exemplary (2009-10 and 2008-09 only)	44	29	12	16	5
Number of students tested	18	21	17	19	19
<b>2. African American Students</b>					
Met and Exemplary (2009-10 and 2008-09 only)					
Exemplary (2009-10 and 2008-09 only)					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Met and Exemplary (2009-10 and 2008-09 only)					
Exemplary (2009-10 and 2008-09 only)					
Number of students tested					
<b>4. Special Education Students</b>					
Met and Exemplary (2009-10 and 2008-09 only)				73	86
Exemplary (2009-10 and 2008-09 only)				0	0
Number of students tested				11	14
<b>5. English Language Learner Students</b>					
Met and Exemplary (2009-10 and 2008-09 only)					
Exemplary (2009-10 and 2008-09 only)					
Number of students tested					
<b>6.</b>					
Met and Exemplary (2009-10 and 2008-09 only)					
Exemplary (2009-10 and 2008-09 only)					
Number of students tested					
<b>NOTES:</b> For years 3, 4, and 5 we included students who were "basic", "proficient", and "advanced" on PACT in the % Proficient plus % Advanced. We did not include students who did not meet the standards. For 2008-09 and 2009-10, the state testing changed to PASS with three levels of achievement, "Not Met", "Met", and "Exemplary".					

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: PACT and PASS

Edition/Publication Year: 2010, 2009, 2008, 2007, 2006 Publisher: SC Office of Assessment

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Met and Exemplary (2008-09 and 2009-10 only)	96	90	96	85	77
Exemplary (2008-09 and 2009-10 only)	52	49	7	0	0
Number of students tested	27	43	32	43	40
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met and Exemplary (2008-09 and 2009-10 only)	100	86	88	77	79
Exemplary (2008-09 and 2009-10 only)	44	57	6	0	0
Number of students tested	18	21	17	17	14
<b>2. African American Students</b>					
Met and Exemplary (2008-09 and 2009-10 only)					
Exemplary (2008-09 and 2009-10 only)					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Met and Exemplary (2008-09 and 2009-10 only)					
Exemplary (2008-09 and 2009-10 only)					
Number of students tested					
<b>4. Special Education Students</b>					
Met and Exemplary (2008-09 and 2009-10 only)					
Exemplary (2008-09 and 2009-10 only)					
Number of students tested					
<b>5. English Language Learner Students</b>					
Met and Exemplary (2008-09 and 2009-10 only)					
Exemplary (2008-09 and 2009-10 only)					
Number of students tested					
<b>6.</b>					
Met and Exemplary (2008-09 and 2009-10 only)					
Exemplary (2008-09 and 2009-10 only)					
Number of students tested					
<b>NOTES:</b> For years 3, 4, and 5 we included students who were "basic", "proficient", and "advanced" on PACT in the % Proficient plus % Advanced. We did not include students who did not meet the standards. For 2008-09 and 2009-10, the state testing changed to PASS with three levels of achievement, â€œNot Metâ€œ, â€œMetâ€œ, and â€œExemplaryâ€œ.					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: PACT and PASS

Edition/Publication Year: 2010, 2009, 2008 Publisher: SC Office of Assessment

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May		
<b>SCHOOL SCORES</b>					
Met and Exemplary (2009-10 and 2008-09 only)	78	94	85		
Met and Exemplary (2009-10 and 2008-09 only)	44	32	13		
Number of students tested	33	32	42		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met and Exemplary (2009-10 and 2008-09 only)	54		86		
Met and Exemplary (2009-10 and 2008-09 only)	31		14		
Number of students tested	13		21		
<b>2. African American Students</b>					
Met and Exemplary (2009-10 and 2008-09 only)					
Met and Exemplary (2009-10 and 2008-09 only)					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Met and Exemplary (2009-10 and 2008-09 only)					
Met and Exemplary (2009-10 and 2008-09 only)					
Number of students tested					
<b>4. Special Education Students</b>					
Met and Exemplary (2009-10 and 2008-09 only)			64		
Met and Exemplary (2009-10 and 2008-09 only)			0		
Number of students tested			11		
<b>5. English Language Learner Students</b>					
Met and Exemplary (2009-10 and 2008-09 only)					
Met and Exemplary (2009-10 and 2008-09 only)					
Number of students tested					
<b>6.</b>					
Met and Exemplary (2009-10 and 2008-09 only)					
Met and Exemplary (2009-10 and 2008-09 only)					
Number of students tested					
<b>NOTES:</b> For years 3, 4, and 5 we included students who were "basic", "proficient", and "advanced" on PACT in the % Proficient plus % Advanced. We did not include students who did not meet the standards. Before 2007-08, sixth grade students were at the middle schools, so no data is available until 2007-08.					

11SC3

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: PACT and PASS

Edition/Publication Year: 2010, 2009, 2008, 2007, 2006 Publisher: SC Office of Assessment

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May		
<b>SCHOOL SCORES</b>					
Met and Exemplary (2009-10 and 2008-09 only)	94	97	82		
Exemplary (2009-10 and 2008-09 only)	56	55	0		
Number of students tested	33	32	42		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met and Exemplary (2009-10 and 2008-09 only)	77		90		
Exemplary (2009-10 and 2008-09 only)	46		0		
Number of students tested	13		20		
<b>2. African American Students</b>					
Met and Exemplary (2009-10 and 2008-09 only)					
Exemplary (2009-10 and 2008-09 only)					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Met and Exemplary (2009-10 and 2008-09 only)					
Exemplary (2009-10 and 2008-09 only)					
Number of students tested					
<b>4. Special Education Students</b>					
Met and Exemplary (2009-10 and 2008-09 only)					
Exemplary (2009-10 and 2008-09 only)					
Number of students tested					
<b>5. English Language Learner Students</b>					
Met and Exemplary (2009-10 and 2008-09 only)					
Exemplary (2009-10 and 2008-09 only)					
Number of students tested					
<b>6.</b>					
Met and Exemplary (2009-10 and 2008-09 only)					
Exemplary (2009-10 and 2008-09 only)					
Number of students tested					
<b>NOTES:</b> For years 3, 4, and 5 we included students who were "basic", "proficient", and "advanced" on PACT in the % Proficient plus % Advanced. We did not include students who did not meet the standards. For 2008-09 and 2009-10, the state testing changed to PASS with three levels of achievement, "Not Met", "Met", and "Exemplary". Before 2007-08, sixth grade students were at the middle schools, so no data is available until 2007-08.					



# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Met and Exemplary (2009-10 and 2008-09 only)	87	89	91	92	86
Exemplary (2009-10 and 2008-09 only)	49	44	24	14	6
Number of students tested	144	146	139	111	109
Percent of total students tested	100	100	99	100	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met and Exemplary (2009-10 and 2008-09 only)	82	84	90	89	84
Exemplary (2009-10 and 2008-09 only)	42	41	17	11	2
Number of students tested	85	83	66	48	54
<b>2. African American Students</b>					
Met and Exemplary (2009-10 and 2008-09 only)	0	0	0	0	0
Exemplary (2009-10 and 2008-09 only)	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Met and Exemplary (2009-10 and 2008-09 only)	0	0	0	0	0
Exemplary (2009-10 and 2008-09 only)	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Met and Exemplary (2009-10 and 2008-09 only)	58	62	71	76	80
Exemplary (2009-10 and 2008-09 only)	13	10	4	0	0
Number of students tested	25	31	30	27	27
<b>5. English Language Learner Students</b>					
Met and Exemplary (2009-10 and 2008-09 only)	0	0	0	0	0
Exemplary (2009-10 and 2008-09 only)	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6.</b>					
Met and Exemplary (2009-10 and 2008-09 only)	0	0	0	0	0
Exemplary (2009-10 and 2008-09 only)	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>NOTES:</b> For years 3, 4, and 5 we included students who were "basic", "proficient", and "advanced" on PACT in % Proficient plus % Advanced. We did not include students who did not meet the standards. For 2008-09 and 2009-10, the state testing changed to PASS with three levels of achievement, "Not Met", "Met", and "Exemplary". Sixth grade students were at the middle school until the 2007-08 school year.					

11SC3

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Met and Exemplary (2008-09 and 2009-10 only)	91	91	90	86	85
Exemplary (2009-10 and 2008-09 only)	61	52	5	1	1
Number of students tested	144	146	139	111	109
Percent of total students tested	100	100	99	100	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met and Exemplary (2008-09 and 2009-10 only)	89	89	90	79	80
Exemplary (2009-10 and 2008-09 only)	58	44	2	0	0
Number of students tested	85	83	66	48	54
<b>2. African American Students</b>					
Met and Exemplary (2008-09 and 2009-10 only)	0	0	0	0	0
Exemplary (2009-10 and 2008-09 only)	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Met and Exemplary (2008-09 and 2009-10 only)	0	0	0	0	0
Exemplary (2009-10 and 2008-09 only)	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Met and Exemplary (2008-09 and 2009-10 only)	75	62	75	52	60
Exemplary (2009-10 and 2008-09 only)	21	24	0	0	4
Number of students tested	25	31	30	27	27
<b>5. English Language Learner Students</b>					
Met and Exemplary (2008-09 and 2009-10 only)	0	0	0	0	0
Exemplary (2009-10 and 2008-09 only)	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6. None</b>					
Met and Exemplary (2008-09 and 2009-10 only)	0	0	0	0	0
Exemplary (2009-10 and 2008-09 only)	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>NOTES:</b> For years 3, 4, and 5 we included students who were "basic", "proficient", and "advanced" on PACT in % Proficient plus % Advanced. We did not include students who did not meet the standards. For 2008-09 and 2009-10, the state testing changed to PASS with three levels of achievement, Not Met□, Met□, and Exemplary□. Sixth grade students were at the middle school until the 2007-08 school year.					

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